THE JOURNAL OF EDUCATION

Volume 133 JANUARY 1950 Number 1

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As we go to press . . .

Something tells us this is our 75th year as a magazine. Just why three-fourths of a century is any more significant than three-fifths or five-eighths we don't know for the life of us. But here it is 1950, a good round number. And the Journal came into the world in 1875. Plainly we must celebrate. But how? Should we do a spectacular stunt of some sort? Maybe by next fall we shall get around to this. Meanwhile, what would you say to a series of regular issues, each trying to improve on the one before — same way we have been aiming to do as long as the present editor can remember and probably from the very first issue? As we see it now, that will be our program.

We do have a plan for the next four months — a plan only a little different from that of ordinary years like '49, '47, or '32. Without greatly disturbing the balance that makes this periodical acceptable reading for all the family — that is, for educational people no matter what their positions chance to be — we shall give a slight twist or emphasis or slant as follows, to wit and for example, namely:—

February will bear down a bit on the big bosses, the administrators, telling them what they ought to do and how to do it better. Of course if you are not in their class you will enjoy sitting on the sidelines and saying "I always thought so." Seriously, the February number will be exceptionally readable and constructive.

March will dip into the problems of teacher recruitment and preparation. All of you have ideas and will be interested in this matter so essential to the life of the schools and your own profession. But the issue will be a must for education schools and faculties.

April will be mainly concerned with languages and reading. May will come to grips with social studies and possibly the fine arts.

But don't worry about these coming issues — unless one of them suggests a topic you've been yearning to write about, as you still can do.

Enjoy the present panorama. Or, as Horace said, *Carpe diem.*

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XUM

Your Textbook Reporter

How You Look and Dress

Strictly for girls is this **How You Look and Dress** business, though thoughts of the effect on boys may furnish motivation. The text is for a first course in clothing, and skirts, blouses, and dresses occupy three chapters. But before you arrive at these, you get valuable pointers on good grooming. You also learn how to care for the clothes you already have. You learn to sew, to baste, to select and follow patterns, to adjust the fit. You are also taught how to buy and something about fabrics. Ah yes—there are hints on how to arrange your hair to suit the shape of your face. Posture is not overlooked, either, nor cosmetics. No wonder all the girls are pretty these days. They know just how to call attention to their good points and hide their bad ones. This text tells all and makes no bones of it. It is assumed that no boys will ever look between the covers. But of course you can't be sure.

HOW YOU LOOK AND DRESS. Byrta Carson. McGraw-Hill Book Company, New York. $2.40

Your Mathematics

Competence in quantitative thinking and accuracy in solving a vast variety of common problems are the objectives of **Your Mathematics.** As a course guide for the ninth grade, it embodies much more than commercial arithmetic, since it also takes into consideration the need for measurement skills not directly related to the dollar sign. The book provides for review, diagnosis, and a firmer grasp on mathematical relationships. Indeed, the reader cannot but be struck with the range, the depth, the step-by-step building of a solid mathematical structure on a firm foundation of understanding and practice.

On every page the importance of clear, straight thinking is stressed. There is a happy reappearance of mental arithmetic, disguised as exercises to be done in the head. Due attention is also paid to estimating answers.

Much use is made of pictures where these explain better than words—the three-dimensional views of solids being especially numerous and clear cut.

The financial aspects of arithmetic are by no means neglected. Here is everything from percentages to taxes and social security. But here also are the rudiments of algebra, of practical geometry and of right-angle trigonometry, though in this latter field only the tangent ratios are employed.

A manual and key for teachers is provided by the publishers.

YOUR MATHEMATICS. Hawkins and Tate. Scott, Foresman and Company, Chicago. $2.20

Music Education in the College

From **Music Education in the College** one learns that there was hardly any of it in American colleges before 1890. There were, to be sure, a number of voluntary associations for the performance of music, but the subject had not penetrated the curriculum. The phenomenal exception occurred at Oberlin, where a course was opened in 1835, about the time the college itself was founded.

After sketching the history of musical developments at the college level, the author proceeds with chapters on the teaching of appreciation and of theory. Other chapters deal with choral and instrumental music, a comparison of high-school and college music, the place of music in the curriculum and its bearing on the orientation course. As head of the music department of New York University, Professor Jones deserves attention. He speaks from experience on the techniques of instruction and with conviction on the importance of music as a part of any well-rounded curriculum. Musical illiteracy continues to be much too common among our college graduates. The average bachelor of arts or sciences knows even less about good music than he did on leaving high school.

MUSIC EDUCATION IN THE COLLEGE. Vincent Jones. C. C. Birchard and Company, Boston.

Language Teaching in Grades One and Two

Opportunities for teaching language in the earliest grades are often missed by the busy teacher. To her assistance now comes a handbook, its hundred pages filled with sound suggestions.

An introductory chapter deals with the general nature of the problem, objectives to be sought and means to be employed. Subsequent chapters discuss such matters as broadening the children's experience and interest, oral expression and its development, and the various steps in writing that can be taken in grades one and two. Evidently much of the trouble arises from failure to sense the child's limitations. The physical labor of writing is very great at first. The child will acquire habits of capitalization, simple punctuation and sentence forming, where he will not learn rules or be able to apply them.

The author pretty much takes for granted that spelling and reading will be implemented with other texts. But she gives valuable hints on group composition, use of blackboard, supplying needful words correctly spelled; also some good steering on when to point out errors and when to let them ride. Everywhere are signs that the author knows her little people and has been able to put a substantial language groundwork under their later years.

No teacher should escape the warning that her own qualities of voice and enunciation need careful attention, since youngsters are great imitators.

LANGUAGE TEACHING IN GRADES ONE AND TWO. Mildred A. Dawson. World Book Company, Yonkers, New York. $1.56

First Year French

This is a revised edition of a text already widely used. While no fundamental changes in method have been made, new trends in linguistics have been noted, pronunciation has been sharpened, references to French government have been up-to-dated, and ten dialogues and more than a score of illustrations added.

The main text opens with ten oral lessons. Then come the inevitable reading, vocabulary, grammar and written exercises, the orderly attention to verbs, the conversations, the drills in pronunciation, tone and rhythm. The information about France and matters French seems likely to interest young people. A unique feature is the series of five

so called "plateaus," on each of which the student pauses to enjoy an exchange of experience between an American student and one in France.

Every fifth lesson is a review.

The work is scholarly and thorough; the approach gradual; the material inviting and worth having. Looks as if the next generation of Americans might be able to answer the well known query with: "Oui, je parle un peu."

FIRST YEAR FRENCH. O'Brien-Lafrance. Ginn and Co., Boston. $2.60

Textbooks in Education

The role of the textbook in American schools and colleges is discussed from the publishers' standpoint in a small volume titled **Textbooks in Education.** Produced by ATPI, the book traces the history of textbook making from its random beginnings shortly after the landing of the Pilgrims until today, when the enterprise has become an industry with yearly sales of over $130,000,000. That it is highly competitive everyone knows; also that some unethical practices have occurred which publishers themselves were long unable to curb. To what extent they have succeeded in curbing them the book does not inform us. We assume that many of the evils have been abated or eliminated. We learn that the publishers were many of them teachers and that they regard themselves as bearers of an important, indeed essential mission, that of creating printed materials to assist, but not supplant, the teacher. There is a chapter on the task of the publisher, from spotting the area requiring a new text, to the production of the finished article and its distribution.

Methods of selecting textbooks are described and appraised. There is a brief for the workbook, and one for standardized tests. Finally comes a history of ATPI and its expanding work for improving the public's understanding of the textbook and increasing the cooperation of publishers toward desirable goals.

TEXTBOOKS IN EDUCATION. American Textbook Publishers Institute, New York. $2.00

Grammar for Heretics

It is hard to appraise an unorthodox text such as **Grammar for Heretics.** You could do better by running through its pages yourself. Should you do so, you could hardly deny that the approach is original and the flavor different. The book is evidently written for the college undergraduate, especially the one who regards grammar as an arbitrary set of rules and definitions that nobody but a dripgrind should waste his time memorizing. But grammar, it transpires, is only a means of refining the speech of ordinary people to the level of communication on which one lives or wishes to have fellowship. The whole matter is one of putting one's meanings across so as to be understood and not to ruin the delivery by some flaw or ambiguity.

There are enlightening statements on the merging of Anglo-Saxon with Norman ways of speaking, on prepositional phrases, the dwindling of inflections, the use of verbal elements, and on punctuation—terminal and internal. It strikes one as an excellent refresher for the teacher weary of teaching formal grammar, though not quite what he would want as a text in the hands of high-school pupils. They might be confused—or would they?

A GRAMMAR FOR HERETICS. T. C. Jordan. Rinehart and Company, New York. $.65

Principles of Elementary Education

As we leaf through the **Principles of Elementary Education,** we are again impressed with the amount of information a teacher needs before he or she can enter effectively upon the practice of the profession in any of the first eight grades. The author seems to have organized and presented this information remarkably well.

By way of introduction, five existing schools selected for variety and modern procedures, are described. Next comes the educational program, starting with the pre-school child, stressing the out-of-school influences, and going on into the four main objectives of self-realization, social adjustment, economic competency and civic responsibility. These objectives and the school's part in their attainment are ably explained in four of the book's best chapters. Next to be taken up is the school program. Then follows a discussion of teaching, with proper attention to the children to be taught, how the teacher is to live and work with them, and all that. Other chapters open up the functions of administration, the place of the teacher in the community, and the conditions of a teacher's employment. Finally there is an overall view of the teaching task and what it implies.

A noteworthy feature is the number of reasonable activities prescribed to the student teacher—activities tending to better understanding of children and how they may be led toward intelligent and socially desirable maturity. The student teacher should do something besides take notes and peruse books.

PRINCIPLES OF ELEMENTARY EDUCATION. Henry Otto. Rinehart and Company, New York. $4.00

Safety and Health

Starting at the bottom of the health and safety ladder and climbing rungs one, two and three, are three new-edition readers, improved in attractiveness and point. Book one, for the latter half of the first grade is called **Spick and Span,** and you can guess that it stresses cleanliness and neatness. Book two is **Health Parade,** with the accent on habits that promote health, some contrary habits also coming in for dishonorable mention. Book three is **Growing Big and Strong**—its title, that is to say—and here will be found a great deal about eating. This is surely an interesting subject for any child, not to mention any adult. Five more rungs are promised.

The reading matter in these books is sufficiently clear and simple. The pictures tell much of the story. By setting up problems that appeal to the youngster, the books gain attention. There are things to talk about and things to do. And, as if the books themselves were not enough, there is a manual for teachers that explains all. We shall expect a new race of sturdy men and women to evolve from readers of these texts—well washed behind the ears and liking vegetables. As for accidents at home, in school or on the highways, if these occur it will be the fault of grownups whose early education was neglected. More power to these readers!

SAFE AND HEALTHY LIVING, 1, 2, 3. Andress, Goldberger and others. Ginn and Company, Boston. $1.16, $1.28, $1.32

XUM

EDITORIALS

AREAS — AND WHY NOT?

Professor A. D. Low, of Marietta College, has suggested in a letter to President Irvine, of that institution, the setting up of undergraduate majors in foreign language and area studies—one major in German and the other in French. Dr. Low's plan is based to some extent upon the special areas courses given by the army to certain groups of trainees during the recent war. Both Dr. Low and his wife taught under that plan at Syracuse University. Apparently the proposed majors could be instituted at Marietta or any similar college without adding to the faculty or otherwise increasing expense. A student majoring, let us say, in the German area and language, would pursue courses already offered in the language and literature of Germany, in European history, political science and comparative government. According to Dr. Low, a single new course in German history for the past two centuries would have to be provided. For the rest, there could be guest lecturers from such other subject fields as geology, economics, art and philosophy.

Such a program would be both specialized and integrated. It should prove attractive as a focal point for liberal culture and for its utilitarian worth to prospective teachers or specialists in governmental or industrial positions demanding full knowledge of a given area.

Most of the area studies so far open are on the graduate level and are available chiefly at the larger universities. It might be desirable to include one or two such opportunities among the offerings of the average college. Some of these colleges might even be able to provide for studies of Eastern Asia, of Russia, or of Spanish America. It is good policy, in our opinion, for any college to offer one or more specialties that make it distinctive. Hence our pleasure in passing along Professor Low's idea.

GETTING SERIOUS ABOUT TOYS

Are toys and games educational? Many of them are so advertised. But who really knows which ones help to educate and in what degree? Doesn't it depend on the individual player? Among adults we have known some who learn more and more — at least about the game itself — from playing auction or contract bridge, and others who soon reached their limit, were confused, and did not find recreation, to say nothing of education. As for children, this question of educational and recreational values in toys and games has now arisen to the dignity of a course in college. A class in the designing, construction and selection of children's toys and games was opened at New York University's school of education this fall. Here we can picture the students getting right down on the floor to consider this whole problem. We shall all be happier for knowing that somebody somewhere has measured the amount of education in an erector set, tiddlywinks and anagrams. All that going about in a fog was most distressing.

NO SPEEDWAY TO SECURITY

Security is something desired by everyone who thinks ahead to what may happen, especially in old age. But guaranteed adequate income for all over sixty-five will take time to achieve. It should be recognized as dependent on total production, the capacity of those under sixty-five to produce the goods and services needed to support those above that age. Hence it must be weighed in the balances with initiative, enterprise, the effectiveness of the working team, which comprises management and labor and many individuals not readily classified under either head—professional people, farmers, inventors, domestic help and all who work independently. Those who remain at work must carry the load of those who, because of old age or other circumstances receive the benefits of security.

The steel industry, by promising retirement benefits of $100 a month has set a pattern that may be copied in other areas of our complex economy. Certainly the leaders of organized labor will demand similar concessions wherever they see a fighting chance of success.

But suppose they do succeed quite generally within the next few years. This will benefit only a fraction of the people, namely the members of the unions concerned. But every such gain will be reflected in higher prices, so that even the beneficiaries will receive less than they expected in terms of purchasing power, while the great majority, the unorganized workers and the members of unions who cannot obtain such benefits, will have to pay the higher prices without any corresponding advantages.

Clearly there are limits to what any one group may take from the nation's production without affecting all other groups unfairly.

Gradual extension of government controlled social security, already established and proving its worth and practicability, would be a better solution than this grab-as-you-can method that looks so alluring to many shallow thinkers.

There are moral values inherent in the government plan which requires the beneficiaries of old age insurance to contribute half the cost. This feature actually enforces a certain measure of thrift or non-spending, which tends to retard inflation rather than hasten it. The non-contributory pension spurs inflation, thus putting a burden on everybody and making the pensioners themselves much less happy than they hoped to be.

FUTURE DIPLOMATS

Worthwhile careers for a limited number of college graduates are open from time to time within the State Department in Washington. Last summer, for the first time, that department notified the leading colleges that recruits were wanted, especially from the student group interested in foreign affairs. From the 700 applicants thus brought under consideration only 33 were selected. These were put to work on various tasks, with a promise of transfer to other assignments after three months. Six of the 33 were women.

Thus the State Department is conducting its own graduate school for future diplomats, assistants and subsecretaries—men and women who will handle many of the minor problems related to international policy. No doubt a few of these young people will emerge to positions at or near the top.

A strange thing is this State Department. No one ever knows whether it determines our foreign policy or merely follows tradition and the leading of the White House and the Congress, each in turn taking its cue from public opinion. But, in any case, it is well to have plenty of intelligent well-informed young people coming up through the ranks and ready to take over more and more responsibility. So it is a good thing this arm of government has taken a leaf from industry and gone to the colleges for the best minds available.

CULTURE AND LIFE

Down through the ages and until the other day, education was for the privileged few. Now we deem it a matter of right that everyone should have it.

Can it be the same kind of education for the masses as for the classes? Experience thus far points to the negative. The older education was for culture. Such, at least, is its appearance as we modern democrats and democratizers look back on it. But it did produce leaders. Some of them led by continuing to ride on the front seat of a carriage that didn't mind what it ran over. Others, however, led in terms of human sympathy and service. Without them our present thinking would not be what it is—nor our present standards. There is no need to disparage education for culture.

Today in America everyone may aspire to culture. But all do not. And so we talk about education for life, and we gradually adjust our aims and methods toward this new concept. We reason that the only way to educate those not interested in learning for its own sake is to offer a new brand of education more closely and clearly related to everyday living. We try to bring education down to earth.

But culture and life are not opposites. They are much the same thing. They merely require to be brought together. The Man with a Hoe is not obliged to look at the ground all the time. He can be a philosopher and a scholar if he chooses.

Maybe if we put more life into culture and more culture into life, we shall have a bigger piece of the answer.

THE COMMUNITY COLLEGE

A new sort of educational institution has been emerging so quietly and naturally that but little notice has been taken of it. In fact, most of us have probably regarded the community college as just another junior college, which it sometimes is and again is not.

The community college has not yet assumed a definite pattern—perhaps it never will. Being an answer to local demands, it will differ in much the same way that localities differ.

In every place large enough to support a high school, there are young people eager to go on with studies, yet unable, for economic or other reasons, to enroll at an established college or technical school away from home. Community leaders, sensing the need for more educational facilities in their own city, have contrived in one fashion or another to set up a college. Often the state or local government helps financially. So do business and industrial firms in the vicinity, and public-spirited individuals. It soon becomes evident that the chief demand is for studies that lead to jobs, not to more courses. So preparation for semi-professional and technical occupations becomes the main goal of effort. At first, a two-year curriculum is available, with as much latitude in the selection of studies as can be afforded; later a four-year program with many variations may be evolved.

Whether these community colleges seriously compete with the older colleges and technical schools or are merely complementary, carrying a necessary part of the educational load, remains to be seen. Certainly the college that is springing up, not from grass roots but from city sidewalks, is worth watching. It is bound to contribute fresh ideas, while rendering a service increasingly desired and increasingly significant.

XUM

ALL THIS AND WAGES TOO!

MABEL R. TROUP

In the momentous hush between the close of the story, "The Owl's Answer to Tommy," in which the finger is definitely placed upon Tommy and Johnny to get in there and be brownies for Grandma, and the deep, ecstatic sigh of appreciation that is followed immediately by wiggles came a deep, shy voice.

"*I found a brownie!*" said Chuckie.

Incredulous gasps swept the first grade; there were dawning smiles on some lips; there was a bit of sternness in the shake of a few Puritan heads. Teacher took a deep breath. This was the creative response for which she'd been waiting!

"*Did* you, Chuckie? How exciting! And where did you find him?"

"Oh,—just over the hill an' in the woods."

"What did he look like?"

Silence, contemplation—then a beaming smile.

"Well,—he had on a gray suit, an' -an' *blue shoes!*"

Patty had to take a hand. "Did he say anything to you, Chuckie?"

"Why, why,—he said 'I will work for you.' "

Just then the bell rang. In the bustle of getting ready to go home, Chuckie's brownie was forgotten, although one of the more motherly little girls patted Chuckie on the head with an indulgent smile as she passed his seat.

Next day while we were resting, I asked idly, "How's your brownie, Chuckie?"

Bright heads turned; interested eyes grew watchful.

"Oh, he's just fine!"

"Is he a good worker?"

Silence. "I—I'll ask my mother and let you know!"

For several months, at odd moments, the children would ask Chuckie about his brownie and he would think—and reply. Finally one morning he came in, twinkling.

"My brownie's gone away!" he announced. "He's not never coming back."

Thus ended the brownie. But he had served his purpose. For many, many times the children told stories—either true or make-believe. And they always said before they began:

"This really happened," or, "This could have happened," or, "This is make-believe, like Chuckie's brownie."

There *may* be more richly satisfying things in life than teaching first grade. Painting a picture, writing a concerto, moving a great audience by the power of words and personality surely stand high on the list. Yet if you've never taught first grade, you've missed one of the grandest experiences life has to offer.

Just telling a story—not many things can equal that. To see the fidgeting that haunts you in your sleep stop—to watch for the twinkles, the thrilled looks, the dawning understandings on eager faces—in the words of the children—"that's super."

To feel the little pats as you go up and down the aisles—to see the smiles when work is praised—to hear the excited voices as they tell you the thousand and one things that are supremely important to them—tell *you* because you're "Teacher" and *you* care—did ever miser hoard such gold?

Yes, it's tiring; it's demanding. Your feet and back may ache, your head may ring—yet calmness and serenity must be maintained so that the children feel secure. Problems may snow you under—but it's worth it. The pay isn't in the monthly check—you don't spend wages earned teaching first grade. They stay with you in ever growing memories. Maybe you'll remember something like this:

Paul was a tiny boy; he had to come to school early in the morning on a school bus—he stayed for lunch and went home just before four o'clock. The first day of school seemed endless to him. It was so long, so new; he was so immature. But he was an utter darling—yellow curls, big gray eyes, dimples—The other children began petting and protecting him at once; and they just as new as he was! After lunch he played with an older sister outside and felt better, but when we were back in the room, heads down for a rest—the big tears gathered.

"How much longer is it, teacher?" he asked, softly.

"Oh, we're going to sing, and have a story, and play some games, and soon the bus will come."

"It's such a *long* time," went on the brave little voice, "I don't like long times, teacher,—*anywhere.*"

Sitting down in a chair, I took him on my lap.

"You know, I can always tell stories better with someone on my lap,"—and he cuddled down to listen.

For several days he came right up at story time—then he was absent for a day. Up popped half a dozen little folk—

"You haven't anyone on your lap!"

Patty got there first—each succeeding day there was a different

candidate. After a few weeks they outgrew it—but the memory still keeps me warm.

It's thrilling, too, to see them learn—to know you're laying the foundation on which others will build. Thrilling,—and terrifying,—to know that you are imprinting on those lives patterns that may be there always. But wouldn't you rather build a life's *foundation* than a whole house of wood or stone? Couldn't it be more wonderful to get poor, unhappy little Jimmy to realize that he must have only his *own* things — and help him earn some, than to amass a fortune? The only fortune in teaching school is apt to be in the sense of fulfillment, of doing something so important its value cannot truly be estimated—but what a fortune it is!

We marvel over flowers unfolding —how rare a thing is the growth of a child's mind! Their first crude efforts at thinking—how exciting to watch!

My Gail was a fine reader, and she loved to talk about the stories. One day when we had finished a story about children going to the farm, I asked why Grandfather helped Grandmother out of the car (the illustration showed this). They all thought—Gail thought—then she said after deep consideration, "I guess she must be a cripple!"

Another time the picture showed Grandfather carrying little Sally about the barn so she could see the animals. Asked why he was doing this Gail promptly replied that he was tired but he loved Sally. Then she evolved this piece of thinking, "She's his granddaughter *now*, but when she grows up she'll be his *daughter!*"

The underprivileged children are a tremendous challenge. I remember Johnny—he wasn't sewed into his winter underwear but the olfactory impression was the same! Finally he was sent to the nurse with a note asking if she could do something about the situation without offending his or his family's feelings. There was no need to worry this time—Johnny came back proclaiming loudly, "Mrs. A——, the nurse says I'm to take a bath."

This was rather stunning, after the elaborate precautions. Johnny repeated in a louder voice, "The nurse says I'm to take a bath, Mrs. A—!"

"That will be nice. I'm sure you'll feel better after you have it."

But he didn't smell better—because his mother neglected to wash his clothes, and although on the following day Johnny heralded his arrival by proclaiming all the way down the hall that he'd had a bath, nobody would have believed it!

The next day after some nice second hand clothing had been sent home with Johnny he arrived at school beaming.

"Gee," he breathed ecstatically, "was my mother ever happy when she seen them clothes!"

There is no end to the memories —or the happiness they bring. If you ever get a chance—teach first grade. Then you'll understand the title of this rhapsody—you'll have all this—and wages too!

SO YOU'RE TAKING UP PHILOSOPHY

MARTIN WOLFSON
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Be prepared to be shaken to the very foundations of your being. You will no longer be the same. You will have to shed all your predispositions and loyalties. You will have to question everything you lived by. You will not take anything for granted. You will not live by authority. You will not live by custom and by habit. You will have to question even your own self and your own existence. You will pare and pare and peel and peel skin after skin after skin. You will have to give up the comfort and coziness and security and complacency of accepted and cherished notions.

Be prepared to discover that you are afflicted with limitations . . . that you may not be able to actually grasp certain problems . . . that you may not be able to understand certain questions . . . and that you may never find answers.

Be prepared to discover that you may have lived in error and with erroneous notions . . . that you may still be living in error but don't know how to extricate yourself.

You may even reach the conclusion that to philosophize is futile and a waste of living . . . that it is the wrong approach to living . . . but upon giving it up you will live all your life with the corrosive thought that maybe it's you that have failed and not philosophy; for once you get the philosophical bug it will irritate you forever.

There is no escape from the disillusionment of philosophy except more philosophy. You may feel like running out and throwing a ball, rowing a boat, making heated love, getting rich, politicalizing, but you

will always come back to philosophy. As a matter of horrendous fact, you will be philosophizing even in the act of throwing the ball or kissing your lover's lips. The philosophizing propensity never absents itself. It becomes more of a reality than your skin. And, like your skin, it will sweat and freeze and grow fat and then thin; but unlike your skin it will never parch and wither.

It won't be long before you will discover that there are people and forces and agencies who don't like you for your philosophizing. They may even want to silence you or bribe you or crush you or annihilate you. Society in general will try its bag of tricks through the force of hunger and your need for creature comforts. Society will tell you that every man must earn his keep and help keep order and stability. If you will fall for it — that is if you accept it intellectually and emotionally — you will become the economic man and the political man. You will become the normal man. You will accept notions and loyalties and ties — and to that extent you will cease to philosophize. Or if you philosophize in behalf of what society wants you will be subsidized as the official philosophizer and make your bread comfortably. And, if you get to believe everything you say and teach you may even get to believe that you have finally attained the truth. But if you really philosophize you won't get caught; and will know that certain people labelled philosophers are merely learned apologists and demagogues and self-deluding obstructionists on the path of truth which you are trying to travel. If it isn't society working on you it may be your mother or your wife or your own child or some established hierachy, each one of these being jealous or afraid of how far philosophy can separate you from them.

Oh, yes, you will often cry out against philosophy for causing you all this strife and agony. And, you will drop it to be the normal person again. And, you will bow and kneel and genuflect and kiss and embrace and adore and sing hymns. But, again, if that philosophical bug has got you, you will feel it itching you way down under until you scream; and, then you will run off again somewhere to philosophize. You can't run away from that bug. That is why most philosophers seek solitude and the solitary life so that the bug should, velvet-like, flatter the skin nerves. But here at this point there may be a misconception creeping into your mind. The true philosophers don't want solitude for hideaway and hideout. True philosophers are in the life stream; so much so that many of them do get trampled — that is bodily and historically but not philosophically for philosophies and philosophy live on forever. The only way to rid the world of philosophy is to rid the world of pen and ink and paper in a writing world and of oral words in a speaking world.

That is why Power does not like Philosophy. Where there is philosophy Power must justify itself; it must be able to answer questions. Whom are you wielding power for? Whom are you oppressing and persecuting and torturing? What are your methods? Philosophy asks these questions (remember Socrates and Spinoza). This is dangerous. This is a function for philosophy that rulers and their cronies and followers and servants don't relish. Philosophy wouldn't be philosophy if it didn't ask these questions.

So be prepared to be persona non grata to the powers that be if you are undertaking the study of philosophy. " . . . The powers that be . . ."—why that is exactly what philosophy is primarily concerned with— power, propensity, direction, motivation, purpose, ends, and means, of course, "being" and "non-being". Start thinking about "power" and "being" and you can't avoid getting embroiled in the complexities and perplexities of relationships in all spheres of life. And this includes religion and theology where the being of God and the powers of God and the relations of God to men are all involved.

Indeed, philosophize and nothing is exempt from analysis; nothing is non-subject to questioning; everything and every notion must take its chances with what the analysis will bring forth as a conclusion. Even the most sacred conclusions of what is called revelation or divine intuition or divine knowledge must be justified before the court of analysis. Refuse this proposition and you may be or become the greatest prophet or saint or theologian or benefactor of men; you will not be a philosopher. The fact of the matter is that even the revelationist and the intuitionist seek to persuade you that their belief or intuition is the truth. Everybody wants to feel that what he acts and lives by is the truth. The point is what is truth and how do you get at the truth. For thousands of years men have been arguing-philosophizing — about this. And, you as a student of philosophy will have to know this history for philosophy has a history and a tradition. You as a student can start from scratch in the sense that you approach philosophy clean and clear of conceptions but the philosophical approach today meets up with a very highly developed body of doctrines and systems and critical apparatuses. We cannot escape this fact that philosophy has a history and that we must find our bearings within this history. For philosophy is a social enterprise. Truth is social and if we are to flourish in it and partake of its benefits we must pay our dues and assessments. Philosophy is like insurance; to enjoy the benefits individually from the hazards of error and intellectual misfortune we must pay our taxes into the collective pool, which we may not draw from in our lifetime but our children or

our children's children may have to. That is why any contribution to philosophy is never false coin or counterfeit; if not in circulation now it may find its exchange value in the future. That is why you can't go to philosophy like to a dictionary or to an almanac or to a pharmacopeia; it is not a body of settled knowledge. Philosophy may grow lengthwise; it may grow larger and larger in ascertained truths and insights. But its real growth is in depth and intensity which has no regard for chronology or age or numbers; the only thing that counts is insight whether it be intuitive or inferential or inductive or deductive. However, without a content insight is barren and ineffectual and without critical discipline it is chaotic and haphazard and without warrant and reliability.

Tough, very tough, all this about philosophy. But you will enjoy it to the hilt if you are the philosopher. Very, very few are philosophers. And, if you are one you will be one of the very few on whom millions will depend for delight and nourishment of the spirit.

STUDENTS SHARE IN PLANNING ASSEMBLIES

MARGARET KURILECZ
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School assembly programs can be a headache for the faculty and a bore for the student body. At Dobbs Ferry, however, we think we have found a way of working out a successful assembly set-up. It may be helpful for other schools to recognize the principle on which we operate—that of student-faculty cooperation in the total planning of assemblies.

Until two years ago, the assembly schedule in Dobbs Ferry High School was largely the work of one individual, the principal, who didn't particularly relish the job. Nor were the faculty and students satisfied with the nature of the assemblies, which were held irregularly and leaned heavily upon paid performers of the vaudeville type, commercial movies, and programs sponsored by organizations like the S.P.C.A. Unappealing programs also created behavior problems which particularly bothered the faculty.

To tackle the problem, the principal proposed that the assembly program, as an important school activity, represent the planning, not of one individual, but of a representative committee made up of faculty and students. The faculty members of the committee were volunteers and the cross section included such key people as the director of the dramatic clubs, the guidance counsellor, and the advisor to the Student Council and the Activities Council. The student members of the committee were elected by the student body but in the second year of operation, the assembly committee decided that student members should also be volunteers, from the Activities Council, which is made up of representatives from all the school organizations.

This cross section of student and faculty opinion was valuable in settling questions like the most desirable time for assemblies, the types of programs, and acceptable behavior in assemblies. It also provided the avenue through which student-initiated assembly programs might be placed on the calendar.

With a faculty member and a student member serving as co-chairmen, the Assembly Committee met weekly throughout the year to plan the assembly schedule and to evaluate the programs presented. The committee succeeded in establishing the school assembly as a regular weekly feature with a strong emphasis on student participation. The success of that year's assembly schedule was indicated by the findings on a questionnaire submitted to the student body at the end of the year. Twenty-four of the twenty-six programs presented were liked by the student body in substantial majorities. The two unpopular programs were disliked by only a small majority. Fifteen of the twenty-six programs had been student sponsored.

Every dramatic program, and there are five of them, was very popular, whether it was a simplified version of *She Stoops to Conquer* or a play in celebration of United Nations Week. A talent show, with a popular student acting as M. C., provided forty-five minutes of enjoyable entertainment that was selected, organized, and presented entirely by students. Group singing for Christmas and St. Patrick's Day was one way of getting audience participation; and a film, *Shy Guy*, provided the basis for a student panel discussion with audience participation on the problems of new students. Progress like the induction of new Honor Society members, the nomination of candidates for the presidency of the Student Council, and High School Honor Day, which are yearly features, always have the in-

terested attention of our student body.

Having set a successful pattern for planning school assemblies by student-faculty decision with a strong emphasis on student-promoted assemblies, the committee has gone on this year to tackle the problem of undesirable assembly conduct. The committee first drew up a list of topics for homeroom discussion: manner of going to and from assembly, seating arrangements in assembly, technique of flag salute and national anthem, personal behavior during programs, and treatment of non-conformists. A representative from each homeroom carried the substance of his homeroom discussion on these topics to a meeting with the assembly committee chairmen. The summarization of these suggestions and those of the faculty was presented by the principal to the entire student body at an assembly. We now have a frame of reference on assembly behavior which the students and faculty have set up. Although there still are occasions when student reactions in assemblies are unpredictably upsetting, the faculty recognizes that assembly behavior has improved.

The success of the student-faculty committee in forming an assembly pattern has been gratifying. I am glad to pass it along for what it may be worth to other schools.

TEACHING IN A SEGREGATED SCHOOL

ESTHER S. CUMBY

As a third generation New Englander, I knew practically nothing of the separate schools for Negroes. Until I took my first teaching job, my schooling, experiences, and travel were provincially limited to New England. I accepted a teaching post in a segregated school system, not because of any great race consciousness—for I then had little of that—but because the pay scale was more attractive than that of the home-town job and the thoughts of living in a new large city were exciting. A public segregated school in a segregated city means only that the same basic school philosophies are carried on in completely separated buildings. One group of schools houses all non-Negro pupils and faculty; the other group of schools houses Negro pupils and faculty.

When I called the roll for my first class, I was struck at once by the fact that all the names were so easily pronounced. It was so easy that it was a let-down. In all the classes which I had been a student, there was an anticipation of hearing the teacher struggle and usually mispronounce a foreign sounding name. Since that first roll-call let-down, I have had many let-downs. I have been both uninspired and uninspiring.

As all new teachers do, I started using the methods taught to me in the professional courses in education along with those used by my own teachers. I was very much impressed with the idea that English composition and autobiographical sketches of the students were excellent means of knowing and appreciating fellow students. However, that particular project missed fire completely. All my students had similar backgrounds and experiences; more than three-quarters of the children had been friends for several school years.

Now, my alternative is to read from text-books biographies of Americans of differing racial backgrounds. But to the Negro school children this is not real; it is a vicarious experience which is not in the specific, flesh-and-blood daily life. From my own life I tell a few stories about school mates—my Turkish friend, my Cape Cod roommate and my French classmate. Even those experiences are worn thin by re-telling and are gradually slipping from my memory. I have no new type of students to stimulate me to stimulate others.

The high school weekly English magazine furnishes my classes with a critical review of current movies. I think my students enjoy reading that section. Yet both the pupils and I only *hope* that many of the fine pictures will be available to us to see in our limited number of theaters. I can recall how eager we were to see one of the movies based on a Shakespearean play. Mistakenly we were invited to a special showing for high schol students. Our disappointment was rather keen when at the last moment our invitation was withdrawn. However, by much effort and planning on the part of the English teachers, a special arrangement was made for our students to see the picture in one of the Negro managed theaters several weeks later. We find it hard to maintain interest and enthusiasm for following the reviews when we know it may be months later, if at all, that we do see the pictures.

Democracy is such a wonderful concept. The feeling of "I belong—this is mine, too" is so readily felt

through the study of the American Revolutionary writings. "The Declaration of Independence," Washington's "Farewell Address," and Crevecoeur's "Letters from an American Farmer" never fail to fill me with a patriotic fervor. I think I can almost feel my students grasp the greatness of those writings on the development of American democracy. Yet, when we engage in discussion and interpretation of these same documents, we feel out "on the fringe" of its being truly ours or our own heritage. Sometimes, I feel a bit insecure myself, and if I follow the suggested questions given in the text-books, my efforts to direct the questions away from discussion that will make these particular children feel non-American give me a certain sense of insincerity. I will always remember one of my students who wanted the quotation from Washington's "Farewell Address"—"The name of America, which belongs to you, in your national capacity, must always exalt the just pride of patriotism, more than any application derived from local discriminations" printed and given to every American to carry with him.

It becomes a bit trying in succeeding years to end ever that particular type of lesson on the note of hope—hope that better days for all Americans are nearer than any of us suspect.

School presumably helps the student to adjust to life situations by preparing for life situations in school. Will the average Negro child go out into an all-Negro world? I think not; his work world will probably be the mixed white and Negro world. The Negro student in the segregated school has felt no prejudice in school; he has neither been subjected to it, nor has he subjected others to prejudice. How then, has the segregated school prepared this child for American society? The fact that the Negro teacher cannot wholly adjust the school work day satisfactorily himself has him face his students feeling confused and thwarted. Does one from a narrow world open vistas of a great world for an adolescent?

Some Distortions of Progressive Education

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Philosophies and practices of progressive education are debated most frequently and bruited about most vigorously by educational philosophers who have not for years, if ever, taught in grade school. These writers and theorists who devise curricula and write text-books need, therefore, to be reminded constantly of the problems that arise in connection with the practice of their ideas. The philosophy itself is not necessarily at fault. No matter how sound the principles or how conclusive the evidence on which a system of thought is based, the translation of theory into practice will involve modifications and distortions.

In the first place, teachers are often expected to use progressive methods without having a clear concept of the philosophy underlying them. The whole area of progressive education is obscured by the confusing differences among all those groups who call themselves progressives. And differences of opinion inevitably lead to diversity of practice.

As a result, one often finds a "progressive" shell around a very "un-progressive" core. Theories that are handed ready made to the teacher, instead of being evolved by her, are practiced more in form than in spirit. Teaching techniques are often lifeless and dull because they are not sparked by the enthusiasm that derives from understanding and conviction.

One reason that teachers have not been able to formulate isolated concepts into a rational pattern of thinking is the rapid evolution of current educational thought. Undoubtedly change is necessary in order to allow for growth. But tired teachers often lack the energy or the inclination to spend their free hours unraveling the tangled threads of the numerous modern philosophies of education. The veteran teacher learns, as fads and fashions in education come and go, to encase her time-worn, tested practices in whatever wrapper the current fashion demands. Progressive theory demands that activity be pupil-initiated, so the teacher drags out the old Indian unit, which in its last incarnation was a project, and converts it now into a pupil initiated activity. She points out how interesting the Indians are and some obliging pupil conveniently suggests that they all study the Indians. A pupil-initiated activity is on the way. The foregoing illustration may sound facetious, but every teacher knows that it is by no means a rare occurrence.

The skillful teacher lets the pupil feel that he is choosing his own activities, yet holds fast the reins in her own more experienced hand. She leads the children to select those

projects that will harmonize best with the "felt needs" of each individual while contributing likewise to the welfare of the group.

In recent years, emphasis has been placed on the child as an individual, but too little attention has been given to the child as a member of the group. Actually, adjustment is not an "either-or" proposition. An individual cannot find real peace within himself unless he is a congenial part of the group. Yet very often selfish impulses do not harmonize completely with social purposes. For example, the group may need Johnny in the ball game. But Johnny prefers to play alone. For the good of Johnny he must be led, if possible, to want to play with the others. Later in life Johnny will become more and more maladjusted if he is not taught social responsibility. Group standards in the form of mores, taboos, and folkways are hard realities. A disproportionate emphasis on the individual as an individual means lack of recognition of the power and function of the group.

Again, one should avoid the "either-or" approach in thinking of the needs of pupil and teacher. It is not a case of choosing between the good of the pupil or the good of the teacher. If teachers are overburdened with work, students suffer through a general weakening of instruction. The teacher's energy has merely been spread thin over a wider surface. Yet flagrant abuses of teachers often exist under the excuse that the pupil's interests must always come first. An honest appraisal of any classroom will reveal that the teacher is at the core of all activities. Her mind and spirit permeate the room and are largely responsible for the level of morale. The demeanor of the children while in the classroom is to a large extent a reflection of the teacher's state of mental and emotional health. Many progressive educators have, however, failed to emphasize sufficiently the dominant influence of the teacher's role in the classroom situation.

Another abuse of progressive practice is in the popular interpretation of the activity method. Sometimes an undue amount of time is allotted to making things for show. Many schoolrooms are merely glorified display cases. There is nothing wrong, of course, in making things. A strong motivating force exists in having something concrete emerge from one's efforts. In addition, there is always some ideational activity accompanying and directing the physical activity. Furthermore, motor learning is important for the development of the child both physically and emotionally.

Nevertheless, certain cautions are in order. The error lies not in the creation of objects but in the distribution of emphasis. The making of projects should involve useful skills. The nature of the mental processes involved in production, as well as the looks of the product, should be kept in mind. One should consider whether the project undertaken by a pupil constitutes, for him, a challenge and an opportunity for constructive planning. Unfortunately, activity is usually conceived of only in physical terms. The activity method means work benches and tools. But an active body should be under the direction of an alert mind. Ideational activity should receive its due share of attention.

Probably the worst effect of the activity approach, however, has been the promulgation of the theory that a child can learn all he needs to know through that type of program alone. A careful analysis of attempts to teach the tool subjects exclusively through activity units reveals wasteful overlapping and tremendous gaps. Teachers do not have the time or the training to act as experts in this field. The haphazard conglomeration of facts and skills acquired through such a program is insufficient for successful adaptation to modern society.

The exponents of the activity method frown on textbook teaching. Much is to be said, however, for the use of a good basic text, or several texts. These books should be written by subject-matter specialists with the advice of educational psychologists and picked classroom teachers. The possession by the pupils of at least one book that is alike for all provides a basis for class discussions. School libraries do not have the materials, nor teachers the training, nor pupils the experience, to make feasible a program carried out entirely through individual research.

Finally, many progressives have failed to explain what learning theory supports the type of activities they advocate. What the child should do, rather than what happens to him when he does it, has too frequently been the keynote. The test of any educational practice is: How will each child's behavioral patterns, in their totality, now and in the future, be modified?

The foregoing paragraphs are not intended as a diatribe against any brand of progressive education or its adherents. The ideals and aims of those thinkers currently termed "progressives" are too worthwhile to permit of using any but the most effective methods for their realization. The purpose here is to focus attention on certain abuses and to call for a concerted effort to eliminate them. If the error lies in faulty practice, resulting from misinterpretation of the true meaning of progressive education, ways should be found of bridging the gap between the actual and the ideal. If the weakness is found to lie in some of the basic tenets of the philosophy itself, the whole structure of the progressive philosophy should be examined to discover what flaws make the theory weaken when it is translated into practice.

BEATING THE TRAFFIC LIGHT

JAMES NEWELL EMERY

The young folks of America can't read.

Such is the opinion of the dignified and many-degreed president of Midwestern University in the latest of his scholarly monographs.

So declares Prof. E. Catherwood Jones of the department of English at Hope College.

So declares the head of the English department at Cosmopolis High.

So asserts one writer after another in the pages of the million-subscriber women's magazines, or the lesser periodicals devoted to parental problems.

The implication is sometimes veiled, sometimes bluntly asserted, that the public schools, particularly the elementary ones, are falling down on that all-important task—and that something should be done about it.

That such articles and observations should appear from time to time is nothing strange. We men and women who pass the greater portion of our working days in the classroom have been face to face with that problem for a long time. With some of these conclusions we agree. From others we dissent, either wholly or in part. And likewise we do agree fully that something should be done about it. But when it comes to the strategy and tactics of attack . . .

The material placed in the children's hands is not of sufficient interest, declares one group. Very well, we will give them a series of reading texts with beautifully colored illustrations that cannot fail to arouse the child's interest. We will have these things deal with the experiences of childhood—visits to grandpa's farm, a trip to the summer cottage, flying kites, going on a picnic.

Not enough thrill, say others. Those experiences are boring. Give them streamlined versions of the old folk tales, or perhaps more modern stories—Mickey Mouse or Donald Duck. Give them informative material, say still others—how the postman brings us the mail, how Woody Woodchuck lives in his den, how the hardy fisherman gets the fish that appears on our Friday's table.

Then there are other reasons alleged, such as inferiority complexes on the part of the child. Perhaps somebody has made fun of his reading, and he doesn't want to do it again. Perhaps he has stage fright if the principal or a supervisor or some other visitor comes into the room and, consequently, he freezes up.

Perhaps his trouble is due to faulty teaching methods. He gets up to read and, before he has gone more than two or three phrases, the teacher stops him, corrects his pronunciation, or the way he stands, or the way he holds his book. Or, taking the other extreme, she lets him read a page through with glaring mispronunciations and wrong inferences of what the word means, so that he has secured a totally wrong idea of the page-content.

The research specialists of the university faculties have taken up these problems from the scientific angle and, in many respects, have done a good and a thorough piece of work. They have managed to bring about the putting on the market of reading texts and methods that are far in advance of the old "I-see-a-cat. Can-the-cat-run?" They have steered us away from the old concept that a child learns to read, first by memorizing the alphabet from A to ampersand, and then by combining C and A and T into *cat*, etc., which is precisely the way the child *doesn't* learn.

Remedial processes with a small, selected and unified group, where the individual difficulties can be selected and drilled upon and alleviated, are noteworthy steps in the right direction. *But*, the average teacher, particularly in the first grade, is faced with the practical problem of a room of thirty-five active, more or less noisy, restless youngsters, who are unable to concentrate upon any one subject for more than a few minutes at a time. While she is doing remedial work with a small group, there are some twenty or twenty-five others to be occupied with something that will take care of their restless energy. And, however much we may cherish the notion of individual or small-group instruction, the practical limitations of the community and school finances still confine us to mass education.

The child's first problem on entering school is to get acquainted with the mechanics of reading. Until he acquires this mastery of the mechanics, he can do little, if anything at all, with the other subjects.

But acquiring the mechanics of reading is something of a physiological process as well as a psychological one. It is as much a period of development as the appearance of the six-year-molar, or the closing of the fontanelle or the approach of pubescence. And here we come face to face with one of the major and generally overlooked causes, a tragic mistake that can be blamed squarely upon the well-meaning but overanxious parent. For want of a better term, we can call it beating the traffic light.

XUM

The course outlined for the average first-grade year, this becoming acquainted with the working tools of language, is one that cannot be satisfactorily completed *until the child is ready for it.* We are not discussing now those comparatively rare cases of childish precocity—but that tremendously large group whose intelligence quotients lie in the brackets between 90 and 110, as well as the group whom we grade as dull normal.

The child cannot digest the mechanics of reading until he is ready for the task, any more than the infant stomach can thrive on a diet of roast pork and fried potatoes and cabbage, all excellent and nourishing foods later in life, but definitely not recommended for small children. Trial and error by millions of cases and myriads of teachers and hundreds of years, scientific tests and observations by learned university faculties, have all established pretty definitely that the child is not ready for that first-grade course until he has reached the *mental age,* as least, if not the physical age, of six years and a bit over, say three or four months.

But the doting parents assume that their particular offspring is just a bit brighter than the rank and file. Human nature has always been that way. If the child enters the schoolroom a few months earlier, due to some fortunate circumstance, it will give him a start over the others, and he'll reach the coveted goal of graduation and diploma just that much faster.

And school authorities have reluctantly yielded to pressure, and that minimum entrance age has been steadily abraded until the youngster frequently gets into school at five years and six months, or in some cases five-four, and sometimes even less.

And so the child enters the first grade some months, possibly a full year, before he is ready to do the work. He struggles on, at first with some interest at the novel experiences, then later bored to tears with the drill drudgery that is the inherent necessity of learning words and how they are put together. He is restless and uneasy, and chafes under the monotonous repetition.

The stories of the cock that went to Bremen and the pictures of little Happy Bow-wow intrigue him for a short while, but this standing in groups and repeating over and over certain words from flash cards or following them day after day on the blackboard with a pointer bore him—especially the waiting until it comes around to his turn again. He is getting lessons in social adjustment, of course, but to his childish mind those things come hard.

So he plods along to the end of the year. Somewhere during the winter he has acquired all at once the idea that those strange marks on the board mean sounds—words that he is repeating. But it's all a little beyond him, just tantalizingly out of reach. And he acquires a distaste for school and all that school means. Nobody likes the experience of continual striving and continual failure, least of all our six-year-old.

Our first-grade teacher comes to the end of the year with perhaps half the class on the borderline. A few she knows she'll have to keep back anyway. They are absolutely hopeless. But more than half her class are question cases. They're not ready to send on to the second grade. But . . .

It wouldn't do to keep back half the class. It would seem too much of a reflection on the teaching she has done. And she knows what the parents will do. They'll use every trick in the box—wheedling, pleading for a trial, giving assurances that they'll drill the child all summer—going from that to veiled threats and sometimes threats not so veiled they'll appeal to City Hall. And some of them do. After a few experiences of this sort the wary teacher passes along all the doubtful cases to let somebody else wrestle with them.

The second-grade teacher wonders if the child ever learned anything in the first grade. A period of three months' vacation hasn't assisted his recognition of words and phrases. The second grade teacher wants to put him back, but principal and supervisor warily advise against it. To retard a pupil in the face of parental opposition is bad enough. To put him back after he has once reached the next level . . .

So the youngster goes on from grade to grade, always finding the work just a little beyond his ability to do it satisfactorily. He stumbles along painfully. His reading, if reading it is, goes along in a flat monotone. He is pronouncing words, not expressing ideas. He mispronounces word after word. Or, if he does catch the content-idea, he rushes along in a shrill scream to get the unpleasant task over as soon as possible.

The pupils are as bored with the performance as the youngster himself. They wriggle furtively, play with things on their desks, look out the window until a sharp reprimand from the teacher compels momentary attention. They stand it as long as they can, then squirm out from under the pressure at the first opportunity.

Why shouldn't they? The supervisor himself has about all he can stand to listen to fifteen minutes of such a travesty. Only it's part of his job, and he's paid for it, and he can quit and seek fresh pastures when he gets enough of this particular group. To the youngsters it's just part of a routine that a higher authority has forced on them, and they just have to take it for a certain number of minutes a day.

So much of it, indeed, is due to that ever-prevalent handicap of struggling constantly with something

that's just a little too hard—that grim, discouraging fight against odds that started down there in the first grade, when mother complacently imagined that her Herbert was sufficiently brighter than the average so that a few months under the age-limit wouldn't make any difference. All the time Herbert has been trying to lift a weight beyond the strength of his immature years. And he isn't doing very well at it. Getting so that he hates every phase of this weight-lifting business.

Short cuts don't always pay. And beating the traffic light doesn't either, whether it is a man-made one or the one that old Mother Nature has established.

Pupils can't read. There are reasons.

THE IQ ISN'T SIMPLE

J. RESNICK
State Teachers College
Bemidji, Minnesota

In the light of present-day knowledge of ability, can we speak of intelligence as a unitary capacity, or should we speak, rather, of an individual's IQ in the plural sense? Let us examine the question more closely.

Intelligence tests measure memory, reasoning, and many other processes. The question is, how many different abilities are measured in intelligence-test performance? According to Thurstone, seven factors of primary abilities may be defined. These are: Verbal comprehension; word fluency; ability to handle spatial relations, number ability; memorizing; reasoning; and perceptual ability. Each primary ability mentioned involves a different skill. For example, verbal comprehension involves the understanding of the meaning of a word or sentence, whereas the ability designated as word fluency involves a knowledge of words necessary to understanding directions. Other primary abilities already listed involve different skills.

Users of intelligence tests are, in part, beginning to recognize the growing evidence that the generally assigned IQ is, in reality, a measure of composite abilities. The Wechsler-Bellevue Intelligence Scale measures verbal IQ and performance IQ. The SRA Verbal Form intelligence examination measures "L" and "Q" intelligence, which are interpreted as a linguistic IQ and a quantitative IQ, respectively. The linguistic IQ indicates ability in handling words and the quantitative IQ covers the ability to use numbers. The Ohio State Psychological Examination lists a reading-score percentile and a total-score percentile. Here is a recognition of what is approximately equivalent to the acknowledgment of a reading IQ.

Tests in fields other than those designated as strictly intelligence testing also reveal a trend toward the recognition of multiple factors involved in measuring performance. A mechanical aptitude test, such as the Purdue Pegboard, is designated as measuring manipulative dexterity. The Revised Minnesota Paper Form Board Test measures mechanized ability. The Minnesota Spatial Relations Test is designated to measure speed and accuracy in discriminating odd sizes and shapes. The Minnesota Clerical Test is designed to measure clerical aptitude and ability. The Iowa Silent Reading Test measures art ability and the Meier Art Tests measure art judgment. The O'Connor Finger Dexterity Test and the O'Connor Tweezer Dexterity Tests measure delicate and skillful manipulative ability, such as that required to work with small tools at a fast rate. A goodly number of the various abilities measured by aptitude tests will be found in a general intelligence test and are computed into the IQ score.

Accepting the IQ as a measure of all abilities involves the danger of being unjust to the subject tested. The individual who has been away from school for a number of years and deprived of educational training, as well as the person who has never had average educational opportunities, is bound to be at a disadvantage when the intelligence test is administered.

Let us take, for example, the farm boy who has left school at an early age to become a farmer. Deprived of the usual stimulation that comes from reading, we find that the lack of familiarity with words as well as with reading may show its effect in a lower IQ score. This same individual, because of his specialized experience, may become quite adept at spatial relations or any other ability normally required in his occupation. It follows that to do justice to such an individual, as well as all others in an environment stressing one ability more than another, a series of tests must be administered, each test to cover a different ability. Thus there would emerge a number of indicators (or IQ's, if you choose) that would show the strength and weaknesses in the repertoire of the individual. Such an analysis would have, for purposes of educational and vocational guidance, a wider

applicability than the usual IQ score obtained from a general intelligence test.

Research studies disclose that certain skills, such as mechanical skill, have a low correlation with scores on tests of general intelligence. Such a skill might show a high correlation with one or a group of primary abilities. A test to measure this particular skill could be used to determine the individual's ability in this field as well as in determining those with mechanical skill for job placement. The test-measuring skill could serve as one test in a battery of tests selected to give an over-all picture of the individual's performance.

The determination of the essential skills or abilities as measured by a variety of tests would have numerous practical values. Where low ability exists, special education could be provided to improve and capitalize on the ability to the maximum extent possible. Individuals manifesting superior ability may be selected for an education in accordance with their exceptional ability. From the standpoint of educational and vocational guidance, a complete list of measures revealing the scope of an individual's abilities would provide excellent tools for a comprehensive guidance program. Such data would be far more valuable to the counsellor than a group of abilities represented by a single score designated as the IQ. The informed advisor could not only do better counselling, but also would have at his disposal a fund of knowledge that would greatly decrease the possibility of error in assisting an individual to reach a decision as to an educational or vocational choice.

There is an increasing tendency on the part of those using mental tests to place strong emphasis on a battery of tests to supplement a knowledge of the individual's background. The trend away from any single-test score as indicative of all abilities and aptitudes is an encouraging indication of a recognition that even the best test may have its faults and that a closer approximation of the true value may be found through the use of a variety of tests measuring different abilities.

OF THIS AND THAT

MARGERY W. STEER

SCHOOL AS COMMUNITY CENTER

A series of bulletins on "Community Center Planning," available from the Adult Education Division, Department of Education, Regina, Saskatchewan, Canada, should be in the files of all school superintendents and boards of education who wish clear, concise, and practical help with community development. The series includes the following titles:

1. The Community Center Idea
2. The School and Community Centers
3. School Centers for Multi-purpose Use—Part I
4. School Centers for Multi-purpose Use—Part II
5. The Library in the Community Center
6. Making Better Use of Existing Facilities
7. Organizing for Community Action
8. Financing the Community Center

Fundamental in the thinking of those who compiled these extremely useful bulletins is the belief that people and activities come first in planning for community centers and that a building is secondary. In other words, we must think of community centers in terms of function rather than structure.

The unique opportunity of the school to serve the community as the focal point of these activities is indicated in the above titles. The first bulletin of the series states that

"Activities which include everyone, which leave room for all graduations in taste, and which encourage active participation by all,—these are the marks of the community that people like to live in."

The school can offer leadership in the development of that kind of community.

REACHING OUT TO SERVE

Professor E. L. Kirkpatrick, of Marietta College, Marietta, Ohio, is active on a committee which has for its purpose the encouragement of a closer relationship between the small college and the community and region in which it is located. Ways in which the college can serve its immediate community will, of course, vary with differing circumstances. The following paragraph describes a project carried on by students and faculty of Marietta College:

"Marietta College conducted a community leadership training institute in the neighboring town of New Matamoras, wherein college students had explored the recreational and informal educational facilities, interests and needs during the preceding college year. Twenty students from a class in "Recreational Programs and Procedures" worked with local leaders, including key young people, in planning and conducting a series of evening meetings held recently. There were three sessions stressing the church emphases, two directed at revitalized school-community efforts and the remainder pointing toward group recreational activities. In addition to the evening sessions, each grade in school was visited during at least one period every day by one or more students who

led games, songs, stunts or discussions. More than 600 persons were reached during the week and approximately 300 attended the final party, or jamboree, which was conducted by the local people under student direction on Friday evening."

Those wishing to keep in touch with the work of this committee should communicate with Professor Kirkpatrick.

WHAT MADE JOHNNY RUN

LINDLY C. BAXTER

It was a warm summer evening and Uncle Ben was visiting the Besons. Johnny liked Uncle Ben and when mother suggested that he run out to the corner grocery and buy some ice cream, he was only too glad to go. Johnny forgot, in his desire to please Uncle Ben, that he might meet the boys on his way to the store. "Sure, Mom," he shouted as he sprang up and dashed out of the door letting the screen slam to behind him, but the minute he was in the driveway he saw a group of boys, most of them older than he, sitting on the curb under a street light "shooting the breeze." Johnny suddenly halted and turned back to the house, ran up the porch steps and into the living room. "I am not going up there alone!"

Johnny had been afraid of the boys for a long time. Ever since he could remember he had been self-conscious when among his fellows. Not that the boys teased him too much. Still, they often made remarks that bothered him a good deal. As a result of this feeling of inadequacy, Johnny had formed a habit of always carrying something in his hand when he went out to play. For a time during the years from the first grade through the fourth he had carried toy guns much like the other boys of his age, but these toy guns had meant security to Johnny. When he didn't carry a gun he carried a stick, a rope, a club or something. Not that he used these weapons, but he felt safer when he had them. In fact, Johnny didn't really feel secure even then, for when the boys did "kid" him too far, he always retreated to his home and the security of the family.

One day when he was in the fourth grade and the snow lay thick upon the ground and sleds flew swiftly over its packed surface, Johnny went out to join the others. There were three boys about his own age already coasting on the hill. When Johnny appeared they began to shout. "Hey, Johnny, you better watch out. You'll be sliding on your face!" One of the boys picked up a snow ball and tossed it at him. Another boy did the same. Johnny stopped. He stood there smiling, his heart pounding and his hesitancy mounting.

"Bet I can knock your hat off," shouted one of the fellows and he threw another snowball. Johnny backed off a step or two. In reality the boys were not hostile—they were only playing. Of course Johnny didn't know that; he felt distinctly alone, unprotected, opposed, and so it seemed to him that he took the best way out. He retreated and sauntered up his own front walk and re-entered his home, there to read a funny book that he had already read, trying to make himself believe that he was doing just what he wanted to do.

Johnny had little trouble with school work. His ability in that respect was above average and he made the most of that ability by applying himself to his studies. The greatest trouble was that here Johnny derived his compensation for that feeling of inferiority which he experienced in his out-of-school life. As a result, he was always striving to be best in school.

"I beat you, Mildred, in that arithmetic test today," he would declare with evident relish. Particularly did he strive to beat the girls of his class, although to be superior to the boys was always a satisfaction. All his energies were devoted to the competition. If it were a question that needed research, Johnny was sure to be the one who came up with the answer first. He was a teacher's joy, if the teacher closed her eyes to the other traits. He usually knew the answers.

Johnny's speaking and singing talents were sufficient to secure him parts in most of the school's programs and here, again, he derived great satisfaction. However, he was an awkward boy. His co-ordination was bad. He was very large for his age, as tall and as heavy as an eighth-grade boy when he was still in the fifth grade. He was always falling over his own feet. Johnny's attempts to catch a ball or carry the pig-skin were lumbering, slow, ill timed. In a friendly scuffle, which he always tried to avoid, he was weak and ineffective in his efforts.

The school Johnny attended was interested in each pupil, not only in his ability to grasp school subject matter, but in the development of a fully rounded personality. It was for that reason that Johnny had been discussed by teachers and principal in an effort to arrive at some solution to his personal problem.

"I've noticed," said Miss George, "that Johnny doesn't particularly like to play with the older boys. Did you notice that trait last year, Miss Billings?"

It was conference time and the teachers from the first grade to the sixth were assembled in the teacher's room for their weekly conference on case problems and histories. Mr. Jones, the principal, had called the meeting to order. Miss George had begun the discussion with Johnny.

Miss Billings, the fifth-grade teacher, now replied, "Well, yes, I do recall that last year at one of our conferences his evident reluctance to play with older boys on the play ground at noon time was discussed. But at the time I don't think I thought too much about it."

"Do the rest of you teachers who know Johnny recall any further evidence of this seeming fear of his?" asked Mr. Jones.

"In my grade," reported Miss Carling, "I remember that he had a constant desire to win out over the girls in the class. There was a great deal of rivalry between him and Annabel Simms. I recall that at that time, Mr. Jones, we learned he was having trouble with two neighbor boys who took pleasure in ganging up against him."

"His parents are among the group of parents who earnestly endeavor to teach him the highest ideals and worthwhile things in life," explained Mr. Jones. "I do know that he has had strict home training and that his parents have explained to him that he should not fight. This was, of course, before he began school, or perhaps during the first part of his pre-primary training."

"What I would like to know is, what can I do now to overcome this timidity?" questioned Miss George.

"Well, what have we done so far?" queried Mr. Jones.

"Let me see. We attempted to play down the competition angle in the classroom. We have had Johnny work with others on projects so that he could not claim entire responsibility. We have assigned him material to look up, rather than allow him the chance to try to beat some one else to the information. But so far we have done little about his out-of-school problems. I think now that Johnny is in the sixth grade we can safely turn to his physical and psychological development in earnest. All of you teachers have done your part in the guidance of this pupil to his present development. Now I feel that we should turn to another source of help. In anticipation of this problem, I have already talked to Johnny's parents. They know his weakness and are anxious to strengthen him if possible. Here is what I propose. First of all, I believe that Miss George should provide Johnny with stories to read and report on, which emphasize the success of boys who overcame their fears. There are quite a number of these to be found in the library. Then I believe that, since we all agree that one of Johnny's chief handicaps is his poor co-ordination, we had better set to work trying to correct that. I think he should join the ballroom dancing class and, even more important, we must let Mr. Johnson teach him boxing. Let's see if that will have any effect on Johnny's problem."

Immediately after the teachers' conference, Johnny was called into Mr. Jones' office and together they discussed his fears. Mr. Jones then took Johnny to the boxing instructor. Of course Johnny didn't think very highly of this boxing business, but he set about it manfully. Dancing wasn't so bad, although he had difficulty keeping off his partner's toes and his own as well, at first, but gradually he began to find that his feet would take care of themselves.

Within a month Johnny was enjoying boxing. His co-ordination began to develop, hands and feet moved in unison and his brain worked with them. Finally the day came when the instructor suggested that he box with one of the other boys. Johnny entered this contest with a good deal of misgivings, but in a short time he found himself able to give and take with comparative ease. His confidence in his physical ability grew.

A few months later, Johnny was out playing with two neighbor girls one Saturday morning. Suddenly there appeared one of the boys who used to live on the street and who had caused Johnny to run home many times when he was younger.

"Hello, Johnny," shouted the boy, "where's your doll this morning?"

Johnny paled. The old fear started to grip his heart. This was the old problem. But he remembered his boxing lessons. Why should he be afraid, he thought? Mr. Johnson said he was pretty good.

"Don't get fresh with me, you big bully," he said firmly, surprising even himself.

"Don't you call me a bully," shouted the boy, making straight for Johnny. But Johnny didn't run. He felt a surge of confidence as he went to meet his opponent. Of course this surprised the other boy, but it was a considerably more surprised boy that found himself on the ground a moment later, with a victorious Johnny standing over him. Johnny reached down and helped the fallen one to his feet and brushed off the dirt from is back. Then Johnny was aware that there were several of the neighborhood boys standing around in respectful silence. With a great sense of peace he realized that he was not afraid of the boys any more and he knew that he would never be again.

That evening, Mrs. Besons said, "Johnny, run up to the store and get me a box of salt." Then, recalling Johnny's former fear, she added, "Oh, you don't have to go; I can get along until tomorrow."

"I'll go, Mom." Johnny almost surprised himself again. He ran out the door, letting the screen slam behind him. Up the road he saw some of the older boys sitting on the curb under a street light "shooting the

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breeze." Johnny didn't hesitate, but walked nonchalantly up to them.

"Hi ya' fellows," he confidently saluted them as he passed.

"Hi ya', Johnny," came back a chorus.

And that's why Johnny doesn't run any more.

My Teaching Is Easier Because . .

When pupils come in for a conference, I try to find something in which they are interested and which we talk about before any mention is made of grades. I really am amazed many times and I learn a lot, too.

One afternoon a chubby boy of thirteen or fourteen came into my room, slipped down in a seat, and looked at me as if to say, "Well, let's get this over with."

I had heard that he liked to fish, so I asked, "Have you been fishing lately?"

The boy sat up, blinked at me and said, "You—you mean that you know something about fishing?" I really don't like fishing, but the boy didn't know that. I answered him truthfully when I said, "I used to go with my father when I was a child."

I learned many things about fish that afternoon before we ever mentioned grades. When the matter of study was mentioned, the boy said he always thought a boy was a sissy if he made high grades, and he didn't want to be one of those funny bookworms. Besides, he always wished he was out fishing when it was time to study.

My parting remark was, "Well, a good fisherman can also be a good student."

"Think so?" queried the boy as he left the room, but I was aware of a feeling of camaraderie that was beginning to extend itself to a new understanding between us.

HELEN WORTMAN,
Evansville, Indiana.

In recent years I have come to think of my ninth-grade boys and girls as the most important people anywhere. I find in them comedy, tragedy, pathos, loyalty, and, especially, an insatiable hunger for understanding and affection.

Of course it is true that those who are most trying are most starved for attention and love. The teacher's heart should be made of the stuff of Lowell's fountain: giving, forever giving and forgiving, and, paradoxically, ever made deeper and sweeter by the tireless upward pulse of the flow.

There are clubs and teams which

your teen-agers will love. I, myself, have run a poetry club for the past two years. It has been my prime source of contentment. I have a rifle team, a tennis team, an aeronautics club. Who cares what? Kids are kids the world over. If you love them, they will love you, and they will be loyal to you. There is no loyalty like that of a child.

Come on, teacher, get in there and go. You have read that we (all of us) use less than one-tenth of our latent powers. Why not resolve to use two-tenths? You won't get money for it, but you will get that which will make you happy. I know, for I have taught both ways.

EDWIN D. MERRY,
Wetmore High School,
Torrington, Connecticut

I CARED FOR FLOWERS

ELANORA BURCH DAVIS

I had an emotion; and I gathered that seed. I plucked off the hour hastily, in passing, without cracking it open. I took it home with me, not knowing when that pod would deliver its secret to me, but hoping that some day it would if only I were patient.—Anne Lindbergh

It has taken me most of my lifetime to understand why as a little girl I always felt guilty when mother talked about my intense interest in flowers.

I lived in a small Kansas town where little was done to keep parkings and roadsides trim. Flowers grew here profusely from early Spring when the Western daisies showed their tiny, delicate, white faces, so different from the Eastern ones, until Fall when I gathered grasses with shiny bits of yellow and red clinging to their heads.

I thought they were beautiful. I knew their common names, and mother was proud in the tolerant way that grownups are proud when their children acquire unnecessary knowledge. I wanted her pride, of course, but for some reason it embarrassed me. Strange that I should have had such honest enthusiasm for gathering daily harvests to bring home to examine, and at the same time been ashamed of mother's well meant approbation.

I truly loved the heavenly blue which distinguished certain of the daisies. The sensitive plant's cerise balls flecked with yellow bags of pollen intrigued me as much as did its responsive leaves. I was puzzled and delighted by the deep purple violets which persistently bloomed out of season deep in the weeds beside the deserted store in our town. The blue of what I called cornflowers made my eyes widen. I recall that I was equally fascinated by their sticky stems.

I brought home bouncing betts from beside an abandoned house, once tame, now wild. I pulled sprays from the locust trees with their heady perfume, and curious thimble blossoms from the catalpas. The lady slippers, perfect in black and white as they stood in the churchyard; the shimmering silk of the primroses; and the yellow sun flowers marching along the roadside; all these claimed my attention.

I remember well one summer afternoon when I rushed breathless into the house clutching a cream colored blossom. Always before that particular variety had been a bold yellow. Mother laughed at my excitement over a flower which was not beautiful, not even pretty. She did not realize I was entranced by the difference in this flower.

That incident was an important part of the story I am telling, a story which threads its way through most of my adult life, and to which the unravelling of this early puzzle gave meaning.

More than thirty years ago I taught in the one room schoolhouses of small Kansas communities. If the children learned enough to pass State examinations, I considered my job well done. Later, there were years when I did not teach, years when I studied again, years of teaching in Eastern schools.

During these years, the teaching profession began to question the old idea that all children should know the same facts. Facts could be forgotten. But if teachers could help children realize a full, responsible, life while they were young, that way of life might be counted a standard which would help them direct their later lives.

Professors in teacher's colleges, and speakers on lecture platforms preached broader programs of studies, told of opportunities for helping children find themselves, not just prepare to find themselves. Their words assumed the stimulating effect of brass bands playing a refrain: "*Now*, for the future; *not* perhaps in the future. Childhood is a time for living."

In the classroom, I, like others, tried to help the boy who looked at stars learn more about them, encouraged the child whose eyes grew deep at the sound of the organ to learn to play. I became convinced

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that all children did not need to know each subject equally well. When extreme disgruntledness or unhappiness disappeared from some child's face because he found it was not so bad, not being just like the others, I felt privileged to have been a witness.

The years passed, and the secret of my own childhood embarrassment became clear to me.

Two sisters were my pupils. Both were beautiful children, but as students they were different. The older had an alert and inquisitive mind, and her scholastic rating was superior. The younger girl worked seriously, but her grades were mediocre. The teachers knew why. The intelligence quotient of one girl was much higher than that of the other.

The parents, however, did not understand. As these girls entered their teens, it was obvious that the difference in their scholastic ability was not only distressing the parents but was making the younger girl nervous, even hesitant in her relationships with other youngsters in her class.

Finally, the mother came to visit the school. We talked about her two daughters. Her youngest liked to cook, had an eye for arranging flowers, was uncommonly considerate of others at home. Why was she falling down in school?

I told her that the two daughters had different interests and talents. I suggested that each deserved praise and approval. The mother agreed. She said that she and her husband had not been very understanding of the situation, but she shought they could be now.

As this mother left my classroom, a slight flush came to my face. Her mention first of flowers and later of understanding had stirred a memory.

It occurred to me that had I been growing up today, some teacher would have understood my interest in flowers. Instead of expressing what even a child recognized as amused tolerance, mother would have been helped to recognize this interest of mine for what it was and given it the credit it deserved. My curiosity about flowers could have been a bright part of my life as a child instead of a source of embarrassment.

I walked home that evening pondering the smallness of my loss compared to that of other children of my generation, children who could have played the violin, used their paintbrushes, become marvelously well informed in history or literature, written poetry, but who spent most of their serious hours instead at work mastering the conventional three R's.

Who can tell what loss to this generation the reluctance of earlier

ones to foster the talents of children has caused? Who can say what worlds we are building by our positive encouragement today of a child's enthusiasm.

I realized at that moment that the seed planted so long ago had at last delivered its secret to me. The embarrassment of my own childhood had made real and important to me the role of the teacher as counselor. It established for me as a conviction the educational theory that childhood is a part of living, a time to live as well as to prepare.

The Metamorphosis of Melvin

Dorothy Reed Peckham

As county school supervisor, I visited the rather isolated, one-teacher rural school shortly after the opening date. I knew the children attending this school were particularly shy because of their limited contacts with strangers and of their very meager environment. But never in all my experience had I met such a timid child as Melvin. This was his first year in school and the sight of a total stranger was too much for him. He solved the problem by slipping down beneath his desk and remaining there until recess, when he ran out of the room on all fours like a scared rabbit!

All through the year, on subsequent visits, I watched with interest any change in Melvin. When the achievement tests were administered at the close of the year, Melvin's score did not seem to warrant his promotion to the second grade.

At the beginning of the next school term, I found Melvin's family had moved and he was now in the first grade of a much larger school. On my first visit the children asked to play their version of Little Black Sambo. When the teacher called for volunteers for the roles of Sambo, Mumbo, and Jumbo, eager hands were raised. "And now," asked the teacher, "who will be the tigers?" Imagine my surprise when Melvin volunteered and later said with a realistic growl: "Little Black Sambo, I'm going to eat you up!"

When I had the opportunity of talking with the teacher, I surprised her by saying that, in my opinion, Melvin had made the most progress of any first grader in the county in the past year. This statement called for an explanation and I related how I had first met Melvin *under a desk*, but now, after only one year in school, he had become a *participant in the drama!* The teacher agreed that, although Melvin could not read as well as the average first grader, he had made real progress that could not be measured by an achievement test.

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THE NEWS DIGEST

$10 Billion Urged For U. S. Schools

BILOXI, MISS.—A federal education official says America needs $10,000,000,000 for physical plant facilities for elementary and secondary schools during the next 10 years.

Ray Harmon, chief of the School Housing Section of the Office of Education, made that estimate before the National Council of Chief State School Officers here.

He said the need has arisen because school enrollments have been increasing and educational programs have been expanded while construction of new schools and repair of old buildings has been deferred.

Mr. Harmon estimated school children will number 21,600,000 in 1950 and 26,600,000 in 1960.

Wriston Asks Aid For Higher Education

PROVIDENCE, R. I.—Dr. Henry M. Wriston, president of Brown University, said in an interview that American higher education is faced with a serious financial crisis which raises issues of the utmost importance to this country's future.

Dr. Wriston, who was recently re-elected for a second term as president of the American Association of Universities, included these points in a discussion of possible remedies:

It is high time Americans awaken to the fact that the cost of supporting older people—such as old-age pensions, relief, and other welfare programs—is rising much faster "than our investment in the young people of America." What this means is that "you're putting your bets on the non-productive people rather than on those still to become productive," he said.

Unless steps are taken to encourage philanthropy for higher education and to do some of the other things which should preferably be done under private auspices, he said it is inevitable for government to step in to an increasing extent, with far reaching consequences.

Dr. Wriston said an essential move, for financial reasons and for the sake of maintaining intellectual standards, is the stiffening of college entrance requirements. "I propose we recognize that there are a great many people who basically don't want higher education," he said.

"They just want a prolonged infancy."

Dr. Wriston also has been recently named a member of the Commission on Financing Higher Education. This commission, sponsored by the Association of Universities and the Assocoation of Graduate Schools, is now launching a three-year study under grants totaling $450,000 from the Rockefeller Foundation and the Carnegie Corporation.

Millions for Research But No Balanced Program

NEW YORK. — Data compiled by the New York *Times* indicate that vast programs of scientific research are currently going on in American universities with financial assistance from the federal government and from private industry. Thus the government has allotted more than $100,000,000 and business some $25,000,000 for special projects during the past year. The army, navy and agriculture are among the heaviest investors, and there are atomic investigations on a large scale.

The *Times* inquiry indicated that many college heads are worried over the fact that 97 per cent of the subsidized projects are in the areas of engineering and the physical sciences, leaving only three per cent for the humanities, social sciences and other similar studies. Some educators complain that the grants are often limited to one, two, or three years and thus fail to allow sufficient time for needful preparation and experimentation. These critics of the various programs point out that there should be more freedom for fundamental research where this is essential before the desired applications can be worked out. A number of institutions have recently declined to undertake any subsidized inquiries because of the conditions attached to them which are deemed unsatisfactory, but most institutions accept the grants willingly and even eagerly. Still the belief prevails that the research now in progress represents a rather lop-sided approach and that better co-ordination is needed if the nation is to advance in scientific discovery.

G I Enrollments 14% Off Peak

CINCINNATI.—What he described as "a remarkably sustained enrollment" in the academic training of World War II veterans was cited here by Dr. Raymond Walters, president of the University of Cincinnati, in his thirtieth annual survey of college and university enrollments.

The number of veteran students, 820,841, on the campus has declined only 14 per cent from last year. The veterans' fall peak, 1,149,993, was reached in 1947.

Dr. Walters' study as of Nov. 1 shows 1,567,500 full-time, 427,295 part-time and 1,994,795 grand-total students in 753 approved universities and four-year colleges that reported. Veterans represented 37.8 per cent of the total full-time students.

U. S. History Comics For Southeast Asia

WASHINGTON, D. C.—The State Department has turned to the comic book technique to tell non-Communist Asia about American heroes.

Officials said that an experiment order for 260,000 copies of a picture story series on great Americans is scheduled for delivery next month to South Korea, Thailand, Viet Nam, and Indonesia. The hope is that through hand-to-hand circulation information about the history and background of the United States will be spread widely in areas under strong Communist pressure.

The new series will include 32-page pamphlets on the careers of George

Group Studies Ways To Recruit College Teachers

CHICAGO.—A Federal fellowship program to help subsidize the training of potential college teachers was proposed in the report of the first Conference in the Preparation of College Teachers. The conference was held in Chicago under the auspices of the American Council on Education.

The conference brought together several hundred of the nation's leading educators, who discussed ways to recruit competent students into the college teaching field. At present there is an annual replacement need of 20,000 college teachers. By 1960, with a substantial increase expected in college enrollment, the replacement need will be considerably higher.

According to the educators, the recruitment of a larger body of able candidates for college teaching positions must begin with the encouragement of competent juniors and seniors to consider teaching as a career. Along with this, an adequate fellowship program is needed, the conference members agreed.

Size of Fellowships

Many graduate fellowships in fields such as chemistry or physics carry stipends of $1,500 a year. Fellowships for prospective teachers—which may even be in the same fields—cannot succeed in their purpose, it was brought out, if the awards are much lower than this.

The conference suggested that the funds for this program would have to come from the Federal Government. It proposed that the states administer the funds, with the awards ranging from $200 to $1,400 each, depending on need.

Another aspect of recruitment is that of teachers' salaries. The educators held that more students would enter teaching if the salary schedules for college faculty members were increased.

These desirable qualities of a prospective teacher were agreed upon: (1) emotional maturity and control; (2) high-level intellectual ability (B average undergraduate record); (3) enthusiasm for major subjects; (4) deep interest in fellow-students; (5) imaginative inventiveness, and (6) curiosity and drive.

Children Hear Own Speech Defects

TULSA, OKLA.—Some children run their words together like this: —"Nowisthetimeforallgoodmentocome totheaidoftheircountry."

Other kids don't pronounce all the letters in a word, like "comin'." And still others do not speak distinctly.

Correction of these faults is the goal of a new program at Lee elementary school district by Mrs. Pauline Beall, auditorium teacher.

The voices of children in the third, fourth, fifth and sixth grades were recorded at the start of the school year. The records are played back so each child may hear his speech faults.

"Some of the children were quite surprised when they learned how their voices sound to others," said Mrs. Beall. "Their voices will be recorded again in the spring to note the improvement made."

Some of the most common faults showing up on the records are too rapid speech, too low voice, not speaking distinctly, slurring words and not sounding the last letter or syllable.

The voices of several children are on each record, but Mrs. Beall hopes to extend the program next year.

Washington, Thomas Jefferson, Walt Whitman, Abraham Lincoln, Andrew Carnegie, Jane Addams, Thomas A. Edison, and George Washington Carver. Wording is in the native languages.

Libraries and other agencies of the State Department's Public Affairs Division already on the scene will distribute the booklets.

The cover is in two colors, but the drawings are black and white. Sturdy paper was ordered so the pamphlets will withstand long hand-to-hand distribution.

Japanese Trying Language Reform

TOKYO.—Japan's longest step toward simplifying her language has been taken with the publication of a weekly newspaper printed in Romaji —Japanese written in Roman characters. Called Romazi Sinbun, it will be circulated primarily in schools.

The newspaper is a private venture but supported by the Government, which is subscribing heavily for schools. It is estimated that 85 per cent of the elementary school pupils now get some instruction—principally mathematics—in Romaji, and 5,000 more are enrolled in 120 experimental classes that test comprehension and reading speed.

Plans for language simplification are making steady progress. The Government has established a list of 1,850 "official" characters of the 20,000-odd known to exist, and 1,300 only are being taught in the compulsory-education grades.

Again, effective next April, the Government is going to print all its official documents from left to right instead of right to left or top to bottom, and some agencies already have begun using the Western style.

The plans go beyond this. It is expected the Government will be able to popularize wider use of modified Chinese characters. A further Romaji development is to re-educate Government officials toward the use of standard diction and writing styles understandable without ideographs.

Finds Television Causing Failures

CLIFTON, N. J. — Popular support was piling up here for an elementary school principal who has observed with alarm that television shows are slowly but surely superseding homework and a good night's sleep in the affections of too many of his pupils.

Charles N. Sheehan, principal of School No. 5, on Valley Road, sent the following letter to the parents of each of his 652 pupils:

"Dear Parent:

"After making a very careful survey I have come the conclusion that the average grade of work of the pupils is not up to my accepted standards. The teachers and I feel that one reason for this condition is the late hours kept by the children due to television programs.

"This is not a hit or miss opinion but an actual fact after very careful study. If an unfavorable report concerning your child's work is brought to your attention, please keep this in mind. For the good of your child.

I recommended that this condition be remedied."

A return card was enclosed for the parent's signature and, Mr. Sheehan reported, more than 60 per cent of the 450 cards so far returned carry comments signifying agreement and thanks.

Stassen Declares Federal Aid Dangerous

BOSTON.—Educators meeting here to discuss the problems of their profession heard a warning from President Harold Stassen, of the University of Pennsylvania, that the outpouring of funds from the federal treasury would eventually lead to the imposition of federal controls. Stassen delivered his remarks to the New England Association of Colleges and Secondary Schools. Although he referred to "indiscriminate" distribution of the proposed subsidies as undesirable, he appeared to think selective distribution even more dangerous. Any sort of largesse from Washington would, in his belief, undermine local pride and initiative. He was firmly opposed, he said, to including private schools among the beneficiaries, in case federal aid is granted. He recommended that colleges meet their growing costs with higher tuition charges.

Thinks Colleges Lack Internal Harmony

NEW YORK.—Addressing the Higher Education Conference at New York University, Dr. Alonzo F. Meyers, chairman of the department of higher education, N. Y. U., pointed to the great need for cooperation among trustees, administration, faculty and students on any given campus. This conviction was reached by Dr. Meyers after a year spent in visiting some hundred colleges and universities in every part of the United States. Trustees, he declared, are chosen for their wealth or influence, rather than for their understanding of educational concepts. Their aims often run at cross purposes to those of the faculty. Faculty and administration present the rosy side of the picture of college conditions to the public, but the students often see things in a different light. They know the institution for what it is. All these groups need to get into communication with one another to a far greater extent than now, Dr. Meyers said. A college in a democracy should be operated democratically, he asserted, with student leaders admitted to participation in bringing about the improvements they so generally recognize as desirable.

Grade Teachers and Buildings Still in Short Supply

WASHINGTON, D. C. — A survey by the National Education Association of the status of public schools showed two basic shortages — too few grade school teachers and too few schoolhouses.

This annual report took note of the fact that in some respects the extremely serious postwar school situation had improved, but stated that the public school system still was in a period of "strain and stress."

Both shortages were said to be complicated by such factors as inadequate school revenues, low salary schedules, ineffective taxation practices, inflated prices, lack of recruitment systems and "unattractive conditions of employment."

Eighty per cent of the "needed additional supply" of teachers, the report stated, was sought by the elementary schools. The estimate of total need was put at about 36,000 additional teachers, of whom about 28,800 were wanted in elementary schools.

The building shortage was reported as "very large" in more than half the states for urban elementary schools and in about one-fourth of the states for rural schools.

The association warned that this situation was "ominous" for the future of the country's high schools when current enlarged grade school enrollments, caused by the increased birth rate of the war and postwar years, reached the high school level.

Noting some of the immediate dire consequences of shortages of teachers and of schoolrooms, the survey found that at least 250,000 pupils were on half sessions in city school systems. Also impairment of schooling due to use of temporary and obsolete buildings was affecting at least 1,000,000 pupils.

Overcrowded classrooms were found to be causing "unacceptable instructional conditions" for at least another 4,000,000 elementary and secondary schools students.

A state-by-state summary of the school building situation, in which shortages were graded as "small," "some" and "large," showed New York as one of twenty-six states having "large" shortages in urban elementary schools.

The most serious teaching shortage in New York State, however, was in the rural elementary schools.

A marked gain in the supply of trained teachers, cutting down the number allowed to use substandard certificates, was noted in the report. The gain in teachers was estimated at about 20,000 for the year reported on, which was accompanied by a drop of about 10,000 in the number of emergency certificates in use in this country. But state school authorities were quoted as saying that the outlook for an adequate supply of new teachers for elementary schools in the next three years was not good.

As for teachers' salaries, the report states that, although they have gained in amount in most states since 1940, the economic position of the average teacher today was not substantially better than just before the war.

Steelman Calls For Policy on Research

WASHINGTON, D. C.—John R. Steelman, assistant to President Truman, declared that this government must accept the responsibility for making scientists "safe from political harassment."

In a speech before the Third National Men of Science and Industry dinner, Dr. Steelman listed the protection of "freedom of research for our scientists," whether employed by the Government, in universities or in industry, as the first of a three-fold obligation.

The other obligations, he said were for continued Federal aid to private research and a recognition that such help must always be justifiable as to

Educational Exchange Now Vast Enterprise

WASHINGTON, D. C. — Few Americans probably realize that upwards of forty thousand students and teachers were involved in last year's interchange between the United States and foreign countries. There were, in fact, 26,000 foreign persons teaching or studying in the United States, and 16,000 Americans similiarly engaged abroad, under a program in which our government itself plays only a minor role, so far as paying the costs is concerned.

Officially, the work of developing this great experiment in international understanding comes under the Office of Educational Exchange, an agency of the State Department. This agency is headed by William C. Johnstone. But its funds are limited, and nine-tenths of the financing is done by private associations or the individuals themselves.

Special boards have been established in many foreign capitals to determine the programs for American exchange visitors from the United States, and programs on this side of the enterprise are subject to similar steering by cooperating groups and committees in this country.

First screening of candidates is done by the Institute of International Education, a Carnegie supported organization which serves as a clearing house for much of the exchange program.

Scores of national, state or local groups, both large and small, are supporting the exchange idea. For example, the American Scandinavian Foundation brought 515 students to this country last year at a cost of $500,000. The Girl Scouts financed eighty-seven students or youth leaders from thirty-one countries. The English Speaking Union provided forty-one scholarships. The Rotary International last year took care of thirty-eight foreign students. In addition, many local Rotary Clubs had their own scholarships. Several college fraternities have raised scholarships to bring foreign students here.

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soundness and economy of manpower and money.

"This can be done only by judging the Government's efforts against something which is missing today and which we must together supply — namely, a genuine national policy and a program for scientific research," he added.

Dr. Steelman told the gathering that the Government was spending $1,380,000,000 in the fiscal year ending next June 30 for research, including money for construction of facilities for scientific work.

He noted that, "excluding the science expenditures for the Military Establishment, we are spending as much for other purposes as we are spending on atomic energy."

Dr. Steelman declared that in safeguarding freedom of research there must be an accompanying acceptance of the fact that "today, more than ever before, our nation's security depends in large measure on the security of our scientific effort."

"There should be no grave incompatibility," he said, "between the enforcement of necessary security measures and the safeguarding of the rights of scientists to engage in free and independent research."

Florida Negroes Sue Tampa Officials

TAMPA, FLA.—A suit for equal education facilities for Negroes, similar to one which is costing Virginia millions of dollars has been begun in Federal Court here.

Thirteen Negro adults and their twenty-eight children filed the action recently against the Hillsborough County School Board, County School Superintendent Crockett Farnell and District (Tampa) School Trustees.

They ask a permanent injunction against inequalities in school instruction and facilities, a decree declaring that school policy here violates the United States and Florida Constitutions, and $100,000 damages because of alleged unsatisfactory conditions.

Specifically the plaintiffs ask for the same courses provided for white children, equal transportation, equal kindergarten facilities and an end to double sessions.

College Opportunities Sought For Indians

NEW YORK.—College opportunities for Indians are "woefully inadequate" and much needs to be done by the Federal Government and by private organizations to alleviate this condition, according to a survey conducted by the Association on American Indian Affairs, 48 East Eighty-sixth Street.

The study, first of its kind ever attempted, found that "in direct contrast to the rest of the country, 'going to college' plays no integral part in the lives of American Indians as yet, in spite of the specific need for Indian men and women as teachers, administrators, doctors, lawyers, nurses, ministers, social workers, agriculturists, engineers, foresters, technical assistants and community leaders."

According to Alexander Lesser, executive director of the association, the Government's present program for the educations directs boys "toward a low level of aspiration" in the belief that the goal of the Indian should be life with his own people.

Shortcomings in Instruction

The curriculum of most Federal boarding schools for Indians is designed to enable the Indian to earn a living "on a land-based economy," Mr. Lesser observed, "which usually means working on a farm." These schools, he said, lack sufficient instruction in mathematics and languages necessary for college entrance.

The notion that the "American Indian is vanishing" is not true, Mr. Lesser asserted. Instead, the number of Indians under Federal jurisdiction, now 440,000, is expected to reach 700,000 by 1975. Consequently, he said, an adequate program is needed.

The association's survey, which was conducted by Mrs. Elizabeth C. Rosenthal, recommends that organizations in the Indian field establish a scholarship fund to aid Indians seeking advanced education. Mr. Lesser emphasized, however, that the association does not feel that the Government should necessarily provide free college education.

"We want equal, not superior education," Mr. Lesser said, "and we do not feel that Indians, as a group, should be given special attention."

Threatens to Limit Gifts to Teachers

ROCKFORD, ILLINOIS.—The practice of giving presents to teachers has grown beyond reasonable bounds here, according to Supt. Palmer Ewing, and he announced in December that he would try to set limits when the schools reopened in January. This left the teachers unprotected against the usual shower of gifts this Christmas.

Some of the pupils from opulent families have been offering presents not only to their home-room teachers but to four or five others, the superintendent noted. This he thought was apple-polishing carried to extremes. It embarrassed the teachers and those pupils who could not afford this sort of competition. He did not imply that teachers are influenced in favor of the pupils who treat them most generously, but some of these rascals probably had hopes in that direction. Next Christmas things may be different.

Duke Seeks $12,000,000 For Development Project

DURHAM, N. C.—Duke University, will undertake this year a major programs of "development and progress" which will provide new buildings, more scholarships and student aid, additional research facilities and higher salaries for the faculty. Plans call for the raising of $12,000,000 to finance the project; a national organization of Duke alumni and friends has been established to promote the campaign.

The fund drive will be the first wide-scale campaign in Duke's twenty-five-year history. Of the sum sought, $9,000,000 will be used to finance the construction of new buildings and the remodeling of older structures.

Maine Reduces Aid to Schools

AUGUSTA, MAINE, — The legislature's ten per cent cutback in state aid to local school systems, has resulted in loud protests from educational and civic leaders. School authorities, in many instances, had already drawn up their budgets for 1950 with the expectation that the state's contributions would be at least equal to those in other years, which were never lavish. The reduction of available revenues at a time when the costs

Administrators

Are Not the Only Ones

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